

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):** 25Q169  
**School Name:** P.S. 169 – BAY TERRACE SCHOOL  
**Principal:** VANESSA CHAMBERS

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 25Q169  
School Type: Public School Grades Served: Prekindergarten – Grade Five  
School Address: 18-25 212<sup>th</sup> Street, Bayside New York, 11360  
Phone Number: 718-428-6160 Fax: 718-224-1013  
School Contact Person: Vanessa Chambers Email Address: vchambers@schools.nyc.gov  
Principal: Vanessa Chambers  
UFT Chapter Leader: Jeffrey Ruditser  
Parents' Association President: Jen Sharif  
SLT Chairperson: Vanessa Chambers  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 25 Superintendent: Danielle DiMango  
Superintendent's Office Address: 30-48 Linden Place, Flushing New York, 11354  
Superintendent's Email Address: [ddimango@schools.nyc.gov](mailto:ddimango@schools.nyc.gov)  
Phone Number: 718-281-7605 Fax: 718-281-7519

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 207 Network Leader: Felice Lepore

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vanessa Chambers	*Principal or Designee	
Veronica Morales	*UFT Chapter Leader or Designee	
Jen Sharif	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jason Rivers	Member/ Assistant Principal	
Kristen Byrne	Member/Teacher	
Leah Murray	Member/Teacher	
Caroline Wong	Member/Teacher	
Carmela DiBenedetto	Member/Parent	
Naressa Edwards	Member/Parent	
Peggy Mercado	Member/Parent	
Michelle Taubenfeld	Member/ Parent	
Eleni Tserpelis	Member/Parent	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and                 </li> </ul>	

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 169 is dedicated to creating a nurturing and intellectually enriched environment that develops each child's unique capabilities in a home-school environment. It is our goal for all children to foster a love of learning, to stimulate critical thinking, to encourage a caring and compassionate school community, and to prepare the leaders of tomorrow. We do this by embracing cultural diversity, building understanding and tolerance of differences, fostering creativity, developing self-esteem, employing multiple teaching strategies, integrating the arts, exhibiting an elevated degree of professionalism, maintaining high expectations and applying consistent standards for all children, encouraging active parent guardian participation, and involving the entire school and community in a commitment to excellence in all we do for children. At PS 169, we cultivate children to coexist in the garden of life while displaying their singular characteristics.

P.S. 169 is a school with a very active community which includes both families and school staff members. Involving the entire community in all of our work is a priority at P.S. 169. This is reflected in the NYC School Survey where we consistently score well above the citywide average for all elementary schools.

We have many systems in place to ensure that all voices are heard which include:

School website – [www.ps169.org](http://www.ps169.org)

Monthly grade level newsletters to families

Daily emails from the principal to the staff

Weekly emails from the principal to the families

Telephone messaging system

Shared Dropbox for staff

Shared Dropbox for SLT

SLT email address – Allows families to contact SLT at any time

PTA email address – Allows families to contact PTA at any time

Parent Coordinator/Resource room

As a school that is traditionally high performing we have put a great emphasis on engaging all students in rigorous curricula. We believe that through the strategic use of data to plan instruction, all students can have access to engaging and rigorous learning opportunities. We understand that foundation of this is planning. We have put structures in place to ensure that teachers have the resources and time necessary work collaboratively in both horizontal and vertical teams, to plan high quality instruction.

Yearly – Planning Retreat - During this planning retreat we work with our professional development providers to review our most recent assessment data which include formative and summative data (units assessments, student work samples, conference notes) to revise our curriculum maps for the upcoming school year.

Monthly – After School Per-Session Planning Sessions – Grade-level teams participate in two after school planning sessions where they are paid per-session. During these planning sessions teachers work together, looking at data, including pre-assessment data for the upcoming units of study and plan their units of study in detail. The expectation is that teachers develop a menu of teaching points for each unit of study which includes scaffold support and enrichment activities.

Weekly – 90-minute Planning Block - Each grade-level team also has a weekly 90 minute planning block where they again, look at various data, including conference notes, to make any needed revisions for the upcoming week.

Daily – 45-minute Common Prep Periods - In addition to the weekly grade-level planning session, grade-level teams also have 3-4 additional common prep periods per week which allow them the opportunity to touch base, reflect and share on a regular basis.

In order to ensure coherence in the planning that is taking place across the school we also have instructional teams. Each teacher on a grade sits on one of the instructional teams. These teams are led by teachers and their work is driven by the teachers with a focus around our school goals and coherence across the school. The work that is done in these instructional team meetings is then reported back to the grade-level teams at planning sessions for feedback and implementation. Some examples of work that our instructional teams have implemented are a common language chart, questioning and discourse in math, case studies of specific students, and an enrichment unit for our extended day enrichment program.

All of this horizontal and vertical planning has led to a high quality, rigorous, CCLS aligned curriculum that has the multiple entry points needed to support all students. All lessons in all classrooms, in all subject areas (including cluster classes) have multiple entry points embedded into the lessons. These can be seen in the form of on level, below level and above level teaching points or a whole group teaching point, scaffold support and enrichment activity. Teachers understand that when school leaders are visiting classrooms will look very specifically at the tasks that students are engaged in to ensure that they are appropriately and cognitively challenging for struggling students, on level students and advanced students in addition to individual students when necessary.

The following are additional areas of celebration and promising practices that we are proud of:

Enrichment Clusters (EPI) – All students in grades K-5 participate in self-selected, student driven enrichment clusters once per week. Every enrichment cluster ends in a community service project or product.

Community Service – In addition to the community service projects that our enrichment clusters we participate in many school-wide community service projects including Penny Harvest, Toys for Tots and Valentines for Vets to name a few.

Campus Culture – As an elementary school who shares space with a middle school where a large population of our students articulate, we work throughout the year with BELL Academy to ensure coherence, support and college and career readiness for our students. Teachers and administrators meet formally and informally throughout the school year.

Departmentalization – In order to ensure teachers are able to become experts and delve deeply into CCLS, our fourth and fifth grade are departmentalized. This has also proved successful in teaching our students the executive functioning skills necessary for success in middle school, college and career.

One on one iPads – This school year we have a one on one take home program for iPads in fourth and fifth grades and will be expanding to third grade next school year. These iPads allow for college and career readiness and student ownership. Students are responsible for bring these iPads back and forth from home and school daily.

Most importantly, these iPads provide students with unlimited resources to support their academic growth.

Student Facilitated Parent Teacher Conferences – This year we piloted student facilitated parent teacher conferences in fourth and fifth grades. These conferences ensure that teachers, parents and students are all on the same page and further build our students' independence in preparation for middle and high school. During the conferences, students used a protocol to share their student work, including their GLOWS and GROWS, and the tools that they are using to support their growth. Teachers were available to support families and answer any questions.

Ensure that our highest achieving students take ownership of and are cognitively engaged in rigorous curricula and tasks in ELA and math.

Develop a school wide system for assessing student work that measures student learning outcomes and impacts students understanding of their learning and next steps.

Provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice.

A thorough analysis of our student data including our NYC Quality Guide, formative and summative assessment data and student work revealed that the students scoring at our top 1/3 are not showing adequate progress, in comparison to our peer schools, in ELA and math. In order the address this we are deepening our work this school year in the following ways:

CCLS aligned rubrics that build upon each other throughout grades

Vertical instructional team  
Common language throughout the school  
Planning for individual students when necessary  
Facilitation of professional development around Hess' Cognitive Rigor Matrix  
Transference of skills and strategies across grades and all subject areas including clusters  
Implementation of instructional shifts through the revision of our curriculum  
Ensuring student ownership through student generated checklist and exemplars  
Offering transparency to families regarding expectations through rubrics, checklists etc.

This has been supported through professional development on the following topics:

Hess Cognitive Rigor Matrix  
DOK Questioning  
Transference  
Student Ownership

To date we have the seen the following evidence:

Increase in cognitively engaging tasks  
Implementation of Common assessments across grades  
Use of effective feedback to move students  
Growth in student work products for all students  
Planning of questioning scaffolds  
High levels of student discussions  
Increase in student ownership

We are monitoring our progress through:

Classroom observations  
Unit/lesson plans  
Teacher reflections  
Student work  
Student reflections  
Formative and summative assessment data  
Growth in Framework for Teaching Domain 1C, 3C and 3D based on classroom observations recorded in Teachboost.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the most recent Quality Review report, instructional coherence across grades and subject areas is reflected in Common Core aligned curricula strategically emphasizing higher order thinking and rigorous tasks that cognitively engage all learners. The administration and staff have been concentrating on the CCLS and the instructional shifts for the last few years via inquiry work, team meetings, summer planning and professional development. The school has utilized Teachers’ College (TC) Readers and Writers Project (TCRWP) for English Language Arts for the last four years and Math in Focus for the last two years. The decision to remain a TC school was based on the expertise of teachers and the strong professional development and support that the program offers, as well as the alignment to the CCLS and the complex texts made available for students. Teachers have aligned units of study across disciplines to CCLS with a focus on key standards such as close reading, annotating texts and being precise, and having sustainability when solving math problems and explaining responses with details and evidence from the texts or problems. Teams are strategically preparing tasks based on what is needed for students to know in the next grade thus creating coherence across grades and subjects.

However, students were not always provided with differentiated tasks that addressed their needs and were at times not challenged to engage in appropriate tasks that pushed them to participate in high levels of discussion within their small groups. While some teachers are employing questioning techniques that required students to think critically and prove their ideas, others are not at that level.

As a result, a deep data dive of a variety of accountability sources revealed the following:

Data Source - DOE School Quality Guide

- ELA Student Achievement
  - Peer – 19% - Not Meeting Target
  - City – 76% - Exceeding Target
- Math Student Achievement
  - Peer – 44% - Approaching Target
  - City - 88% - Exceeding Target
- ELA Student Progress
  - Peer – 22% - Not Meeting Target
  - City – 29% - Approaching Target
- Math Student Progress
  - Peer – 44% - Approaching Target
  - City – 51% - Meeting Target
- ELA Early Grade Progress
  - Peer – 16% - Not Meeting Target
  - City – 40% - Approaching Target
- Math Early Grade Progress
  - Peer – 13% - Not Meeting Target
  - City – 30% - Approaching Target

### Strengths

- ELA Student Achievement
  - Exceeding City Target
- Math Student Achievement
  - Exceeding City Target

### Needs

- ELA Student Progress
  - Not Meeting Target Peer Target
  - Approaching City Target
- Math Student Progress
  - Approaching Peer Target
- ELA Early Grade Progress
  - Not Meeting Peer Target
  - Approaching City Target
- Math Early Grade Progress
  - Not Meeting Peer Target
  - Approaching City Target

### Priority Needs

- ELA Student Progress
  - Not Meeting Target Peer Target
- ELA Early Grade Progress
  - Not Meeting Peer Target
- Math Early Grade Progress
  - Not Meeting Peer Target

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure that all students have access to a rigorous curriculum, we will provide focused professional development for teachers with a focus on teaching for transfer leading to students demonstrating independence in rigorous CCLS aligned tasks, without prompting or significant scaffolding, so that by June 2015 there will be an increase of 25% in the number of students reaching proficiency in ELA and math as measured by both the ELA and math MOSL assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"><li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li><li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li><li>• Strategies to increase parent involvement and engagement</li><li>• Activities that address the Capacity Framework</li></ul>			

element of Trust			
<b>Professional Learning</b> <ul style="list-style-type: none"> <li>• Create Professional Learning Team</li> <li>• Develop Professional Learning Plan</li> <li>• Provide Professional Learning Opportunities</li> <li>• Review Professional Learning Plan</li> <li>• Revise Professional Learning Plan</li> <li>• Provide Professional Learning Opportunities</li> </ul>	Teachers Paraprofessionals	Ongoing	Principal Assistant Principal Professional Learning Team
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Administer MOSL Baseline Assessments</li> <li>• Analyze MOSL Baseline Assessments</li> <li>• Adjust Curricular Calendars Based on MOSL Baseline Analysis</li> <li>• Administer Benchmark Assessments <ul style="list-style-type: none"> <li>○ K-3 - TCRWP Reading Assessments</li> <li>○ K-5 – Writing Unit On Demand Assessments</li> <li>○ K-5 – Math in Focus Chapter Assessments</li> <li>○ 3-5 – iReady ELA and Math Benchmark Assessments</li> </ul> </li> <li>• Administer MOSL End of Year Assessments</li> <li>• Analyze MOSL End of Year Assessments</li> <li>• Adjust 2015-2016 Curricular Calendars Based on MOSL End of Year Analysis</li> </ul>	Teachers	September- November November  January – March  April-May May-June June	Principal Assistant Principal  Testing Coordinator  MOSL Team  Classroom Teachers
<b>Analyze Student Work</b> <ul style="list-style-type: none"> <li>• Analyze Student Work Across Grade Levels in Reading, Writing and Math and Identify Gaps in Transference <ul style="list-style-type: none"> <li>○ Analyze Student Work Across Subject Areas and Identify Gaps in Transference</li> </ul> </li> </ul>	Instructional Teams Grade Level Teams	September – June	Instructional Team Facilitators Grade Level Teams
<b>Parent Involvement and Engagement:</b> Provide training on topics that impact student learning - Workshops to support parents’ understanding of the CCLS instructional standards and shifts, curriculum-based content, assessments for measuring student performance and progress, health and wellbeing, during Coffee & Conversation with the Principal, Meet the Teacher Night/Curriculum Night, and at PTA Meetings. Provide access to materials and resources for families: Math Family Night, workshop materials distributed, online resources, Go Math Think Central, EngageNY. Information and access for parents is provided through: Family Handbook, monthly calendar, curriculum maps, home-school connection newsletter. Establishment of communication protocols between school and home: classroom visitation, library volunteer program, school website. Provide reasonable support, where feasible, to encourage family participation: translation services, flexible scheduling of meetings/activities to encourage parent participation.	Families	September – June	Principal Assistant Principal
<b>Trust:</b> Transparency across all of the work that we do; access for parents and students in grades K-5 to monitor student progress	Entire School Community	September - June	Principal Assistant Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Personnel

- TCRWP Staff Developers
- Network Instructional Support Specialists

Materials

- iReady Site License

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Per-Session

- MOSL Team Meetings
- Professional Learning Team Meetings

Per-Diem

- Substitutes to Cover for Scoring
- Substitutes to Cover for Analysis/Planning

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

January 2015

- TCRWP Independent Reading Benchmark Assessment – Grades K-3
- Math in Focus Chapter Assessments – Grades K-2
- iReady ELA and Math Progress Monitoring – Grades 3-5

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the most recent Quality Review report:

The principal and faculty create a safe, supportive, and mutually respectful school culture that positively impacts the academic and personal development of staff and students.

Administrators, teachers, students and parents are all connected through a strong sense of community linked to the school’s mantra; “Loving to learn and Learning to love.” With the principal’s “genuine” open door policy, all members of the school community feel respected, appreciated and valued. Student learning is cultivated in a “risk-free” learning environment, where students respectfully agree and disagree with their peers during class discussions. The school has a PBIS STARS program, which stands for Self-Respect, Teamwork, Action, Responsibility and School Community. As an incentive, students receive “Star bucks”, from secret designees around the school, in exchange for special gifts and prizes when their class is caught doing something good. As a result of this program, school incidents have decreased over the course of the last few years. The Student Council with representatives from each grade has the opportunity to share their thoughts and ideas on topics around the school. Student members recently made a decision around school lunch to include more healthy choices, such as fruit and salads. Students are also afforded opportunities to engage in weekly enrichment clusters of their choice, such as robotics, scrapbooking and Iron Chef. Parents feel valued and needed as a parent and appreciates the genuine level of care the administration and teachers provide to all of the children. As a result, students feel like valued members of the school community, as well as active partners and associates in school governance and improvement, which has led to meaningful interactions amongst all.

However, after a review of data it was found that:

#### Online Occurrence Reporting System

- Hourly Analysis
  - 41% of All Incidents Took Place During Lunch Periods and the Period Immediately Following Lunch Periods

#### Strengths

- Total Incidents During the 2013-2014 School Year
  - 32

#### Needs

- Total Incidents During Morning Periods
  - 13 = 40%
- Total Incidents During Lunch Periods
  - 7 = 22%
- Total Incidents During Period Immediately Following Lunch
  - 6 = 19%
- Total Incidents During Afternoon Periods
  - 6 = 19%

#### Priority Needs



<p>Provide access to materials and resources for families: workshop materials and online resources. Information and access for parents is provided through: Family Handbook, monthly calendar, curriculum maps, home-school connection newsletter. Provide reasonable support, where feasible, to encourage family participation: translation services, flexible scheduling of meetings/activities to encourage parent participation.</p> <p>Trust: Transparency across all of the work that we do- Direct communication between teachers and family; immediate access for parents and students in grades K-5 to monitor student progress</p>	Entire School Community	September - June	Principal Assistant Principal
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Personnel</p> <ul style="list-style-type: none"> <li>• Full Time Guidance Counselor</li> </ul> <p>Materials</p> <ul style="list-style-type: none"> <li>• Recess Program</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<p>January 2015</p> <ul style="list-style-type: none"> <li>• OORS Data – Incidents During or Immediately Following Lunch Periods <ul style="list-style-type: none"> <li>○ 30%</li> </ul> </li> </ul>				
<b>Part 6b. Complete in February 2015.</b>				
<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the most recent Quality Review report:

Teacher teams engage in collaborative inquiry to examine student work and data and make key decisions about curricula and teaching practices aligned to CCLS to increase students’ learning outcomes.

Grade and vertical teams are provided with daily and weekly common planning opportunities, when they are expected to plan curricula, analyze student work and data to inform their next instructional steps. Teachers are provided a planning session guide from the principal that informs the work of all teams. Teachers complete a cycle of pre-planning, planning and after-planning sessions where they must submit the planning prototype to the principal at the close of each planning session which outlines the outcomes of all meetings. Horizontal and vertical teams are facilitated by a teacher leader who also represents the grade or discipline as a member of the instructional cabinet to ensure coherence toward goal attainment across the school. This allows teachers to feel empowered to have input on school-wide curricula, as well as instructional decisions for their class or grade. They affirm that the administration is open to their ideas and their voice is respected. Through the well-structured team meetings, teachers consistently analyze student work, summative data, curricula and academic tasks. Teacher’s teams look at the results from recent exams to make decisions for the grade and individual classes, that is, whether to re-teach identified skills using whole class or through a “station” or center approach. Teachers make decisions on the resources to be used, scaffold supports for students with disabilities and approaches for re-teaching skills in need of improvement. As a result of the collaborative work occurring on and across grade levels teams, teachers are equipped with tools and strategies to move their practice and develop strategies, approaches and material.

However, a review of data sources revealed the following:

#### School Survey

- School leaders provide time for collaboration among teachers.
  - Strongly Agree – 97%
  - Agree – 0%
  - Disagree – 0%
  - Strongly Disagree – 3%
- Teachers in my school work together on teams to improve their instructional practice.
  - Strongly Agree – 97%
  - Agree – 3%
  - Disagree – 0%
  - Strongly Disagree – 0%
- Teachers in my school trust each other.
  - Strongly Agree – 83%
  - Agree – 14%
  - Disagree – 3%
  - Strongly Disagree – 0%

## Quality Review

- Indicator 4.2 – Proficient
  - Teacher teams engage in collaborative inquiry to examine student work and data and make key decisions about curricula and teaching practices aligned to CCLS to increase students’ learning outcomes.

## Strengths

- School Survey
  - School leaders provide time for collaboration among teachers.
    - Strongly Agree – 97%
  - Teachers in my school work together on teams to improve their instructional practice.
    - Strongly Agree – 97%
- Quality Review
  - Indicator 4.2 – Proficient

## Needs

- School Survey
  - Teachers in my school trust each other.
    - Strongly Agree – 83%
    - Agree – 14%
    - Disagree – 3%
    - Strongly Disagree – 0%

## Priority Need

- School Survey
  - Teachers in my school trust each other.
    - Strongly Agree – 83%
    - Agree – 14%
    - Disagree – 3%
    - Strongly Disagree – 0%

## **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to maximize staff talents and strengths and develop a culture of trust where effective teacher leaders support the professional learning of individual teachers and teacher teams, we will continue to nurture our school-wide culture of shared and distributed leadership across all stakeholders so that by March 2015 90% of teachers respond strongly agree to the following question on the NYC School Survey Report – Teachers in my school trust each other.

## **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>



- Model Teacher Facilitated Professional Learning Opportunities

Per-Diem

- Substitutes to Cover Model Teachers to Attend Professional Learning Sessions
- Substitutes to Cover Teachers to Attend Professional Learning Opportunities Facilitated by Model Teachers

Materials

- Professional Literature to Support Professional Learning

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

January 2015

- School Created Professional Learning Survey
  - Teachers in my school trust each other.
    - Strongly Agree - 85%

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the most recent Quality Review report:

School leaders use Danielson’s framework to communicate high expectations related to designing coherent instruction, using questioning and discussion techniques, and using assessment data to drive instruction. Teachers were exposed to professional development several years ago on the specific language of these components and have now been able to delve deeper into the rubric, thereby strengthening a common language and providing a multi-leveled understanding of what quality teaching looks like. One new teacher in one of the teacher team meetings shared that although the expectations are high she feels supported by her colleagues and administration and can go to them for help at any time. As a result, teachers are working collaboratively towards ensuring that those expectations are incorporated into their daily instructional practices through the use of this framework. In addition, classroom visits and conversations with teachers demonstrate ongoing collegiality and mutual accountability towards ensuring a strong culture of learning.

A review of relevant data revealed the following:

#### Quality Review Report – Spring 2014

- Indicator 2.2 – Proficient
  - Extend the use of assessments and analysis of data to inform goal setting and make ongoing and timely adjustments to instruction to ensure that progress is made for all groups of students.

#### Observation Data from Teach Boost – 2013-2014 School Year

- Highly Effective Ratings
  - Domain 1 (Planning and Preparation) - 25%
  - Domain 2 (Classroom Environment) - 35%
  - Domain 3 (Instruction) - 24%
  - Domain 4 (Professionalism) - 29%
  - Component 3e (Demonstrating Flexibility and Responsiveness) - 17%

#### Strengths

- Observation Data from Teach Boost – 2013-2014 School Year
  - Highly Effective Ratings
    - Domain 1 (Planning and Preparation) - 25%
    - Domain 2 (Classroom Environment) - 35%
    - Domain 4 (Professionalism) - 29%

#### Needs

- Quality Review Report – Spring 2014
  - Indicator 2.2 – Proficient
    - Extend the use of assessments and analysis of data to inform goal setting and make ongoing and timely adjustments to instruction to ensure that progress is made for all groups of students.
- Observation Data from Teach Boost – 2013-2014 School Year

- Highly Effective Ratings
  - Domain 3 (Instruction) - 24%
  - Component 3e (Demonstrating Flexibility and Responsiveness) - 17%

**Priority Need**

- Observation Data from Teach Boost – 2013-2014 School Year
  - Highly Effective Ratings
    - Component 3e (Demonstrating Flexibility and Responsiveness) - 17%

Informed by Capacity Framework Element – Effective School Leadership, current data, and the 2013-2014 Quality Review Report, there is a need to provide professional development and actionable feedback to teachers across the Framework for Teaching.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure that teachers receive effective feedback that moves their pedagogical practices, school leaders will use the Danielson Framework for Teaching to monitor teachers’ ongoing and timely adjustments to instruction, as measured by 35% of teachers being rated highly effective on FfT component 3e, Demonstrating Flexibility and Responsiveness.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Learning <ul style="list-style-type: none"> <li>● Digging Into FfT Domain 3e</li> </ul>	Teachers	November - June	Professional Learning Team
Observations <ul style="list-style-type: none"> <li>● Round 2 – Focus on FfT 3e</li> </ul>	Teachers	November - June	Principal Assistant Principal
Parent Involvement and Engagement: Provide training on topics that impact student learning - Workshops to support parents’ understanding of health and wellbeing, nutrition, organizational skills, and high school articulation and expectations during Coffee & Conversation with the Principal, Meet the Teacher Night/Curriculum Night, and at PTA Meetings. Communication to families by advisory teachers of students’ growth. Provide access to materials and resources for families: workshop materials and online resources. Information and access for parents is provided through: Family Handbook, monthly calendar, curriculum maps, home-school connection newsletter. Provide reasonable support, where feasible, to encourage family	Families	November - June	Principal Assistant Principal

participation: translation services, flexible scheduling of meetings/activities to encourage parent participation.			
Trust: Transparency across all of the work that we do Instructional Cabinet, Professional Development Committee involved in shared decision making	Entire School Community	November - June	Principal Assistant Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Personnel <ul style="list-style-type: none"> <li>Teachers College Reading and Writing Project Staff Developers</li> <li>Network Instructional Support Staff</li> </ul>
Per-Session <ul style="list-style-type: none"> <li>Professional Learning Team Meetings</li> </ul>
Per-Diem <ul style="list-style-type: none"> <li>Substitutes to Cover for Professional Learning Opportunities</li> </ul>
Materials <ul style="list-style-type: none"> <li>Professional Development Resources</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
January 2015 <ul style="list-style-type: none"> <li>Danielson Framework for Teaching             <ul style="list-style-type: none"> <li>3e – Demonstrating Flexibility and Responsiveness                 <ul style="list-style-type: none"> <li>Highly Effective – 25%</li> </ul> </li> </ul> </li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the most recent Quality Review report:

The school conveys high expectations that promote parent involvement and supports learning so that staff, students and families work collaboratively to position students on a path towards college and career readiness.

The school has a strong system to communicate expectations to all stakeholders that is linked to a path of college and career readiness to effectively support their children’s progress. The School Leadership Team (SLT) is heavily involved in developing school goals alongside the principal and was instrumental in the most recent creation of the school’s SLT website, which outlines the expectations for parent involvement, opportunities for parent workshops and decisions that are made by the team regarding academic and enrichment programs for their children. Families are also provided progress reports three times per year prior to report card distribution, as well as their child’s “glows” and “grows” in all subject areas following assessments and written tasks. Data-driven support tasks are distributed to parents with “how-to support your child at home” packets that assist with identified areas for improvement. One parent shared how the school provided her family with a language program at home, which assisted with her daughter’s language development and acquisition of the English language, and she is now better able to communicate and complete tasks at home and in school. These supports afford families the opportunity to collaborate and assist the school with moving students’ “grows to glows”, thereby successfully partnering with the school to support student progress.

A review of current data revealed the following:

#### School Survey

- My child’s school keeps me informed about my child’s academic progress.
  - Strongly Agree – 48%
  - Agree – 45%
  - Disagree – 6%
  - Strongly Disagree – 0%
- My child’s school keeps me informed about what my child is learning.
  - Strongly Agree – 56%
  - Agree – 40%
  - Disagree – 4%
  - Strongly Disagree – 1%
- How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc.)
  - 5 or More Times – 41%
  - 3-4 Times – 33%
  - 1-2 Times – 24%
  - Never – 1%
- How often during the school year have you attended a parent teacher conference?
  - 5 or More Times – 11%
  - 3-4 Times – 27%

- 1-2 Times – 61%
- Never – 1%
- How often during the school year have you communicated with school staff about your child’s academic progress?
  - 5 or More Times – 34%
  - 3-4 Times – 32%
  - 1-2 Times – 32%
  - Never – 2%

#### Quality Review

- Indicator 3.4 – Well Developed
  - The school conveys high expectations that promote parent involvement and supports learning so that staff, students, and families work collaboratively to position students on a path to college and career readiness.

#### Strengths

- School Survey
  - My child’s school keeps me informed about my child’s academic progress.
    - Strongly Agree – 48%
    - Agree – 45%
    - Disagree – 6%
    - Strongly Disagree – 0%
  - My child’s school keeps me informed about what my child is learning.
    - Strongly Agree – 56%
    - Agree – 40%
    - Disagree – 4%
    - Strongly Disagree – 1%
  - How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc.)
    - 5 or More Times – 41%
    - 3-4 Times – 33%
    - 1-2 Times – 24%
    - Never – 1%
  - How often during the school year have you communicated with school staff about your child’s academic progress?
    - 5 or More Times – 34%
    - 3-4 Times – 32%
    - 1-2 Times – 32%
    - Never – 2%
- Quality Review
  - Indicator 3.4 – Well Developed
    - The school conveys high expectations that promote parent involvement and supports learning so that staff, students, and families work collaboratively to position students on a path to college and career readiness.

#### Needs

- School Survey
  - How often during the school year have you attended a parent teacher conference?
    - 5 or More Times – 11%
    - 3-4 Times – 27%
    - 1-2 Times – 61%
    - Never – 1%
  - How often during the school year have you communicated with school staff about your child’s academic progress?
    - 5 or More Times – 34%
    - 3-4 Times – 32%
    - 1-2 Times – 32%
    - Never – 2%

- Never – 2%

Priority Need

- School Survey
  - How often during the school year have you communicated with school staff about your child’s academic progress?
    - 5 or More Times – 34%
    - 3-4 Times – 32%
    - 1-2 Times – 32%
    - Never – 2%

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure that families are well informed about the academic progress of their students, we will communicate with every child’s family, regarding their academic progress at least five times by March 2015, leading to an increase from 34% to 50% of families responding at least five times to the following question on the Learning Environment Survey - How often in the school year have you communicated with school staff about your child’s progress?

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent Teacher Conferences <ul style="list-style-type: none"> <li>• Outreach to Families</li> <li>• Incentives to Visit All Teacher</li> <li>• Student Facilitated Parent Teacher Conferences – Grades 4 &amp; 5</li> </ul>	Families	November March May	Parent Coordinator Teachers – Grades 4 & 5
Classroom Assessment Report <ul style="list-style-type: none"> <li>• Reading Level Letters</li> <li>• Writing On Demand Reports</li> <li>• Math Chapter Assessments</li> </ul>	Families	Ongoing End of Each Writing Unit of Study End of Each Math Chapter	Teachers
iReady Reports <ul style="list-style-type: none"> <li>• Information Letter</li> <li>• Family Sign-Off Sheets</li> </ul>	Families	December February April	Teachers



**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

January 2015

- Fall Parent Teacher Conference Attendance - 80%
- Reading Level Assessment Letters Sent to Families of Students in Grades K, 1, 2 and 3 – 100%
- iReady Reports Sent to Families of Students in Grades 3,4 and 5 – 100%
- Electronic Portfolio Sign Off Returned from Families of Students in Grades 4 and 5 – 90%

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |  |    |
|--|--|-----|--|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |  |    |

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NY State Assessment Test Scores  MOSL Baseline Assessment Data  TCRWP Assessment  Conference Notes  Student Work	Pre-Teaching  Re-Teaching  Individualized Tools	Small Group  One on One	During the School Day
<b>Mathematics</b>	NY State Assessment Test Scores  MOSL Baseline Assessment Data  Math Chapter Assessments  Conference Notes  Student Work	Pre-Teaching  Re-Teaching  Individualized Tools	Small Group  One on One	During the School Day
<b>Science</b>	Conference Notes  Student Work	Pre-Teaching  Re-Teaching  Individualized Tools	Small Group  One on One	During the School Day
<b>Social Studies</b>	Conference Notes  Student Work	Pre-Teaching  Re-Teaching  Individualized Tools	Small Group  One on One	During the School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Pupil Personnel Team Referral by Teacher(s)  Observations		Small Group  One on One	During the School Day



## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
		<b>X</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

**[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>25</b>	Borough <b>Queens</b>	School Number <b>169</b>
School Name <b>Bay Terrace School</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Vanessa Chambers</b>	Assistant Principal <b>Jason Rivers</b>
Coach	Coach
ESL Teacher <b>Joycelyn Phipps</b>	Guidance Counselor <b>Yang Synn</b>
Teacher/Subject Area <b>Lindsey Anastasi</b>	Parent <b>Carrie Herrera</b>
Teacher/Subject Area <b>Rochelle Curran</b>	Parent Coordinator <b>Orit Foresta</b>
Related Service Provider <b>Elizabeth Kennedy</b>	Other IEP Teacher: <b>Kristy Pulsch</b>
Network Leader(Only if working with the LAP team) <b>Nancy Ramos</b>	Other <b>type here</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>360</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>3.89%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
SELECT ONE	1	3	2	0	2	1								9
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>9</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	12	0	2	2	0	1	0	0	0	14

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	12	0	2	0	1	0	0	0	14	
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	1	0	1	0								2
Chinese	1	3	1	0	3	1								9
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	3	0	0	0	0								3
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
<b>TOTAL</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>14</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	0	0	1	1								5
Intermediate(I)	0	1	0	0	1	0								2
Advanced (A)	0	3	2	0	2	0								7
Total	1	6	2	0	4	1	0	0	0	0	0	0	0	14

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	2			3
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1			1	1	1			4
5						1			1
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4						1			1
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The assessment tool that is used to assess the early literacy skills of the ELL's at PS 169 Bay Terrace school is the Teachers College Reading Writing Project. Using this program for our MOSL, Measure of Student Learning, we are able to assess them on reading fiction texts, concepts about print, letter/sound identification, high frequency words, and writing assessments. The TCRWP offers a set

of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice all the reading strategies they are learning during the reading workshop.

The insights the data provide about the ELL's is how much comprehension and fluency that the student have. In order to judge comprehension, the ELL's are asked to retell the text and then answer comprehension questions. Students need to give a strong retelling of the story or answer 3 of the 4 comprehension questions correctly in order to read independently at that level. ESL students may use the text to help them retell, and the teacher takes note if the student does this. While testing the ESL student for fluency, we look for quick recognition of high frequency words, beginning to read in phrases instead of word-by-word, and responding to punctuation with expression or tonal variation in voice.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

We have 14 ELL students that are divided as follows: 1 Kindergarten, 6 first graders, 2 second graders, 4 fourth graders, and 1 fifth grader. The ELL teacher, Ms. Phipps, has identified 3 ELL groups. Instruction is designed to cover beginning, intermediate, and advanced levels of ESL based on the NYSESLAT and LABR scores. Students are grouped according to levels and grades.

By reviewing the data patterns across proficiency levels on the LABR, NYSESLAT, and grades, it is revealed that students become proficient in the listening/speaking section of the tests. While reviewing patterns across the NYSESLAT modalities, lessons will be created to strengthen student weaknesses. It is observed that across the board, the reading/writing modalities are the weakest area. School leadership and the ELL department are using the results of the ELL periodic assessment, LABR, and NYSESLAT by finding the weaknesses of the student and guiding instruction to support the weaknesses.

We observe the scores of the ELL students while assessing them. If the students are not achieving their reading level, the ELL program is adjusted to help the students improve. That is how we evaluate the success of the ELL program.

Overall, the results of the NYSESLAT test last Spring indicate steady progress in all four modalities. In the area of speaking/listening students scored high marks. Most of our ESL students achieved the designation of proficient, intermediate or advanced on the 2013 NYSESLAT exam.

On the 2013 NYSESLAT exam 3 students became proficient. Seven students achieved the advanced level, two achieved the intermediate level, and two achieved the beginner level.

The program enforces all the modalities on the NYSESLAT. For example, listening skills are developed by reading aloud from a variety of fiction and non-fiction texts. Speaking is emphasized by creating opportunities for ELLs to speak on literature the class has read, or giving them a chance to read a piece of written work they have created themselves. The reading done in the ESL class is a reinforcement of the Teachers College units of study and genres being studied in the classrooms. We evaluate the success of our program for our ELLs using data from state assessments, interim assessments, Teachers College Reading and Writing Project assessments, teacher-made assessments, conferencing, portfolios, and goal setting.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

N/A due to lack of RNMR data.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Data patterns in NYSESLAT and LABR indicate that there is a need for improvement in the reading comprehension and writing modality. Students excel in the listening and speaking modality, but need to improve their writing stamina and ability to write with more supporting details.

Data from these tests will help determine the focus of instruction for the 2013-2014 school year. Ms. Phipps will continue to utilize the Rigby On Our Way to English Program, Write Source, and In Step Readers during ESL instruction. Special focus will be made on reading and writing. Students will be encouraged to give more accountable talk as themes are studied in order to improve oral expression. In the process students will be encouraged to amplify their vocabulary and respond in complete academic sentences. We will use thinking maps to assist students in planning their writing pieces in order to have more supporting details. Writing strategies will be aligned with classroom instruction with a strong focus on conventions and spelling so that students will be better prepared for NYSESLAT and ELA tests.

Data from periodic assessments help the school leadership identify trends, strengths, and weaknesses and determines the needs in the

program. It governs the decisions in determining the RTI programs needed for ELLs. This helps us modify the curriculum, reteach areas of weaknesses and determine next steps to move students along. This also helps in determining what supplemental texts or workbooks are needed to be purchased in order to give students more practice in the skills and modalities. The ESL teacher uses this information to plan for areas of focus and reteaching. Where errors seem to be linked with patterns in the students' native language the ESL teacher compares and contrasts language patterns so that students can distinguish language rules and acceptability so that they will be able to recognize distractors in the assessments and not be misguided in their choices. This is noticeable in the section on conventions. In addition, it guides us towards what professional development should be offered to classroom teachers, and what workshops should be offered to parents.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Within the RTI framework, teachers use data daily to guide their planning and instruction. During the Universal Screening stage, screening assessments allow teachers to identify weaknesses through benchmarks and criteria. During the Strong Core Instruction Stage, data is used to help students create meaningful conversations, use complex thinking, and develop literacy. Data is used to create intensive, targeted instruction. Last, we monitor progress through data.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Classroom teachers are always reminded to differentiate a lesson to fit the ELL students.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the ESL program is evaluated through ESL assessments, the ELA, and the NYSESLAT.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here: Introduction: Part II: ELL Identification Process

The Bay Terrace School (PS 169) is located on 212th street in Bayside Queens. There are approximately 396 students spread across 7 grades, preK-5th grade. There are 2 pre-k classes, 3 Kindergarten classes, 2 first grade classes, 2 second grade classes, 2 third grade classes, 2 fourth grade classes, 2 fifth grade classes, and 1 special education bridge class (k-1-2). There are approximately 28-30 students in each general education class. There are 14 students being served by an ESL teacher during the 2013-2014 school year. The ELL students are a diverse group stemming from Ecuador, Korea, , Argentina, Dominican Republic, Puerto Rico, China, and Japan.

1) At P.S. 169, we have a thorough process of identifying ELL's. As the school year begins, parents register their children. Upon registration, and with the help of the ESL teacher, they fill out a form called the "Home Language Identification Survey". The ESL teacher, Joycelyn Phipps, gives an informal interview in English and in the native language with the parents. The HLIS form is also given to the parent in their native language. The HLIS form is filled out with the assistance of Ms. Phipps. A translator is provided if needed. Mrs. Yang Synn, the Guidance Counselor, is our Korean translator. Ms. Phipps, the certified ESL teacher, reviews the HLIS forms upon completion. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the LABR test. Their name is placed on a master list to be LABR tested. The Spanish LABR is given to students whose only language is Spanish. This test is administered by a Spanish speaking teacher, Mrs. Rothsinger, with the assistance of Ms. Phipps, the ESL coordinator. Prior to administering the LABR, an oral interview is given with the potential ELL to gather information on their English language skills. This is all done within 10 days of a student's admittance.

In order to identify students who are already ELL's, an RLAT and RNMR report are pulled off of ATS. These reports are printed off once a week during the months of September and October to ensure ELL's are not lost through the cracks. Another process to identify potential ELL's, is to look through their cumulative folders of K and 1st graders (In our case, it was done with all grades). The HLIS forms are signed by the LAB coordinator and is designated a language (Ex: SP for Spanish or NO for English). All HLIS forms are photocopied. Originals are placed back into the folders and copies are placed in a binder, by grade, and remains in the classroom of the ELL coordinator. If there is a potential ELL to be LABRed, they are added to the "to be tested list". This list is charted with the students' name, OSIS number, class, language, and LABR score results.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
2) After all the ELL's have been identified for the school year, structures are taken place to ensure that parents understand all three program choices. A parent orientation meeting is held after the completion of the LABR. When a student does not score proficient on the LAB-R, Parent Notification Letter for Newly Entitled Students" is sent home with the student. A parent invitation is sent home in English and the parents' L1 language. Along with the invitation, is a copy of the parental choice form. The parent is encouraged to bring the forms with them to the meeting. The Parent Coordinator procure a bilingual translator for the meeting if necessary. The ESL teacher Ms.Phipps and the Parent Coordinator Orit Forester, call parents repeatedly to make contact in order to have them attend parent orientations, breakfasts and lunches. The meeting is held in the ESL or computer lab. A TV with DVD player is accessed for the showing of the parental choice video. A buffet of food, which includes donuts, fruit, cereal, and beverages are supplied for the parents. Translators are present to translate in the parent's native language. The translators are contributed by the Department of Education or few members of the Bay Terrace staff such as Ms. Synn, the school guidance counselor. Once the parents arrive, an agenda and bilingual parent brochures are given to them. The brochures academically and socially support ELL parent and students. They also sign the sheet and list their child's name and pick up an agenda.

The meeting: Ms. Phipps starts the orientation by reciting, "We understand the importance of making informed decisions and we are happy to have you here to explain to you the ELL programs that are available for you to choose for your child." Ms.Phipps and the Parent Coordinator explain to parents the CR Part 154 and how it provides the basic requirements and procedures for ELL education. It is explained that the program selection is for one year. Also, if Title III funds are available from the federal government provide supplemental services specifically for ELL's and parents, such as after school instructional programs, professional development and parent involvement. At this point the parent video is shown and parent have the opportunity to ask questions throughout the meeting. All three program choices are explained in full detail. Translators are provided and parents are encouraged to ask questions and raise concerns that they have with Ms.Phipps, the ELL teacher. Once the video is complete, the 3 programs are explained in depth, which are ESL, Bilingual, and Dual Language. The people explaining these programs are Ms.Phipps, the ESL Teacher/Coordinator and Orit Forester, the Parent Coordinator. The parents choose which program they want as their 1st, 2nd, and third choice. They then fill out the Parent Survey and Program Selection form. Ms.Phipps is diligent about contacting parents for face-to-face meetings, even when it requires multiple phone calls. The ELL orientation meeting is repeatedly held till all parents of ELL's have signed the parental choice forms. But, if a parent can not attend the Parent Orientation meeting, Ms.Phipps conduct a phone interview in order to complete the Parent Survey and Program Selection form. The copies are kept on file in the ELL office and the originals are returned to the student's cum record file.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Upon the completion of LABR testing and parent orientation, letters are distributed to parents. All letters are bilingual, English and the parents' native language. Continued Entitled, Entitled, Non-Entitled, Placement letter, and Non Entitlement/Transition Letters are sent home via students back packs. Copies of all letters are kept and placed in binders. The placement letters are sent after the parent signs the parental choice form and chooses the program for their child. Ms. Phipps, the ESL teacher/Coordinator, is responsible for creating and distributing all letters. Each letter is obtained from the DOE website and are placed onto our school letter head. Multiple languages (Polish, Spanish, French, Korean, Chinese, Hindu, Russian, Turkish, and English) in each letter are also printed off and photo copied which provides easy access for future mailings. Continued Entitlement Letters are for the old ELL's, eligibility is based on student score below proficiency on the NYSESLAT. These letters must be returned signed by the parents. The Entitlement Letters are to be sent home to the parents of newly arrived ELL's to the NYC School System informing them of the upcoming Parent Orientation meeting. The Non Entitlement Letter informs the parent that their child is not entitled to ELL services. These students scored at or above proficiency on the LABR. The Non Entitlement/Transition letters are to be given to the parent's of

students who scored at or above proficiency level on the NYSESLAT and who will transition into monolingual class with 1 year of ESL support services. A list of students are kept on file for each letter type. Parent Survey and Program Selection forms are always returned at the end of the Parent Orientation Meeting. Copies of these forms are placed in a binder in the ELL Lab and originals are placed in the students cumulative file.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
During the parent orientation meeting, the ESL parent is exposed to three programs from which to choose: Free standing ESL, Transitional Bilingual and Dual language. After parental choice, student must be placed within 10 school days of enrollment. Bilingual classes are formed when there are 15 or more students on two contiguous grades for K-8 grades. If there are not enough students to form a bilingual class, parents can opt for another school with the program or stay in the school in ESL. If the school does not have a bilingual program in the language of the student, parents are to be informed of a school where such a program exists. School personnel may check with OSEPO if assistance is needed in locating a bilingual seat. If parents do not select a program, the student is automatically placed in a Bilingual Class, if it is available, otherwise, in ESL. During this whole process, if a translator is needed one will be provided by a school personnel or from Translation Services.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is given to all ELL students in the spring. First, ATS reports such as the RLAT and the RLER are printed off to determine eligibility for NYSESLAT testing. Before the NYSESLAT, a testing timetable is created by the ELL teacher Ms.Phipps, who is also the testing coordinator. Next, test accommodations for ELL's are enforced such as covering the walls, time extensions, and separate location. The NYSESLAT is given under strict testing conditions. The seats are placed in rows facing the front of the class. There is no movement in the hallways and no announcements are made over the loud speaker. In addition testing modifications for students with IEP's are adhered to during the exam. Since there is a small population of ELL's, Ms. Phipps adheres to her testing timetable, divides the students by groups and tests them according to their grade. During the speaking section of the test, students are tested one on one with Ms. Phipps with an additional teacher, Ms. Williams a retired teacher, scoring the speaking portion.  
In order to prepare students for the NYSESLAT, the New York State English as a Second Language Achievement Test, we start early with many activities/lessons that involves listening, speaking, reading and writing. Two helpful test prep tools that will be used are "Attanasio and Associates NYSESLAT books" and "Empire State" test prep books. These books are accompanied by a CD. This is used for the listening portion of the test.  
Paste response to question here:
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
After reviewing the Parent Survey and Program Selection forms thus far, the trend that is maintained is the selection of an ESL program. In the year 2011, 14 parents chose ESL, 9 parents chose ESL in 2012, and 5 parents chose ESL 2013. Out of the 14 ELL's, all parents chose ESL as a 1st choice.  
The ESL program model offered at our school is aligned with parent requests. Based on stored letters and parents request we are in alignment.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our instructional program for our ELL students is a pull out program serviced by 1 licensed ESL teacher. During the pull out periods, students travel together as a group to the ESL room for instruction. Our children receive the mandated ESL-ELA allotted instructional time based on the students' proficiency levels. The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the NYS common core standards. The ESL teacher has collaborated with classroom teachers about curriculum and students' abilities, needs, and accomplishments.

Beginner and intermediate students receive 8 periods a week of instruction. Each containing 45 minutes. Advance students receive 4 periods a week, each period also 45 minutes. The 14 ELL's are divided into 3 groups, A-C. Group A contains Kindergarten, 1<sup>st</sup> grade beginners, intermediates, and Advance (the advance students are only serviced 4 times a week.). Group B contains 2<sup>nd</sup> grade advance. Group C contains 4<sup>th</sup> and fifth grade beginner, intermediate and advance. The type of program P.S. 169 uses is a pull out program. The ELL teachers' program is designed to not pull students while they are at lunch and at different times of the week. This is to ensure they are not missing the same subject every day. The program models are block, class travels together as a group and heterogeneous, mixed proficiency levels.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

At the Bay Terrace School, beginner and intermediate students receive 8 periods a week and advance students receive 4 periods a week. Each period is 45 minutes. When planning schedules, Ms. Phipps and the other service providers in the building collaborate to make sure their time tables do not interfere with the different services.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here: During a Readers Workshop lesson, the ESL teacher provide students with small group instruction by following the Teachers College workshop model. This supports learning in the four modalities in English as they learn new strategies during Readers and Writers workshop.

During Writers workshop the ESL teacher provide students with small group instruction utilizing a model of instruction for writing following the Teachers College writing process. They begin each session with a minilesson and then conduct small group strategy lessons to target their writing goals/needs based on their notebooks entries and published pieces. The ESL teacher also incorporate shared writing and interactive writing during strategy lessons to enrich language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native language support is present in our ESL program through the use of native language texts for cross-cultural learning, realia, dictionaries/glossaries, visual aids, and partnerships between ELLs of the same language to support them academically and socially as members of our school community. We ensure that ELL's are appropriately evaluated in their native language by

providing them translators during state tests or giving them the state test in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here: We ensure that ELL's are appropriately evaluated in all four modalities of English language acquisition throughout the year in many ways. Curriculum-based measures and other formative measures such as end of unit tests, running records, classroom observations, oral interviews, class presentations, Role Play, writing samples, portfolios, multiple choice exams, and ELL Interim assessments .

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here: Our instructional Plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. We will provide the students with supplementary reading intervention program based on their reading needs during the day, which will be in addition to their ESL services. They will be invited to attend extended day program which is help for 50 minutes on Tuesday, Wednesday, and Thursdays after school. Programs that will be utilized are Leap Frog, Mondo Pathways to Writing, and Moving into English. Based on data from numerous assessments, instruction is differentiated.

The ELL's in our school that are here less than three years (new comers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. Emotional support is provided by our guidance counselor to help them embrace the American culture during the month of September. They will receive constant exposure to vocabulary and literacy instruction using a variety of manipulatives and pictures. The same programs used for SIFE students will also be used for this subgroup. In addition to those programs, Voyager is also implemented.

Our 4-6 year ELL's receive the mandated number of minutes per week of ESL instruction based on their proficiency level in accordance with the NYS CR Part 154. Within the mandated instructional time, these students receive small group instruction in writing, which has been identified as an area that needs improvement. Writing goals are created for this subgroup which emphasize pre-writing, creating paragraphs, topic sentences, sentence variety, and editing.

Long Term ELL's will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading and writing needs based on their levels. Supplementary intervention programs that will be utilized are Voyager, Rygby On Our Way to English, Mondo Pathways to Writing, Empire State NYSESLAT , and Attanasio and Associates Getting Ready for the NYSESLAT and Beyond.

Our plan for transitional support for students who reached proficiency on the NYSESLAT: The ESL teacher conferences with the classroom teacher to monitor continued development. . These students are offered the opportunity to participate in ESL field trips. They also receive ELL accommodations during the State tests.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

6&7) ELL's identified as having special needs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. The Pull Out ESL instruction model is preferred and is used to support their academic needs in reading and writing to enhance the flow of learning within their usual class setting. Out of the three students that have special disabilities, two are escorted with an alternate para when they are serviced by the ESL teacher, Ms. Phipps. The same programs that are utilized for Long Term ELL's are also used with addition to Interactive Smart Board Lessons. Some instructional strategies and grade level materials that the teacher of ELL-SWDs use that both provide access to academic content areas and speed English language development are:

- Seat students away from any distractions.
- Use a checklist to get students organized.
- Space short work periods with breaks.
- Provide written and verbal directions with visuals
- Provide incentives for beginning and completing material.
- Divide tests into small sections
- Role Play, model situations

- Share success between home and school
- Pick a goal and focus on one for each activity.
- The Write Source, On Our Way to English, and Rigby In Step Readers are used to accelerate English language development.
- 

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The IEP, Speech, ESL, Physical Therapist, and classroom teacher collaborate to make sure there is flexibility in meeting the diverse needs of ELL-SWD's within the least restrictive environment. While doing this we come up with the best strategies for these students during our PPT meetings. All of the service providers are present in the meetings:ESL, speech, IEP Teacher, PT, and OT. During this meeting we ensure that all ELL's with disabilities are receiving services based on their IEP. The members of the PPT team along with classroom teachers compare their timetables on a regular basis to make sure there are no conflicts, and all ELL's receive their mandated hours from each service provider.

All of the aforementioned materials and methods for other ELL groups are utilized for students with special needs with additional scaffolding where necessary. Methods used are repeating and rephrasing, using graphic organizers and pictures, and collaborative learning where students have the opportunity to use multiple intelligences and their particular learning styles. Language learning games are supplemental motivational materials. Teachers allow extra "wait time" for students to process information when answering questions. The ELL teacher uses hands on phonics, vocabulary and writing activities. ELL-SWD interact with their peers during instructional time and extra curricular activities.

The ESL teacher along with the classroom teachers, have read and understood the IEP of the ESL special education student. They have incorporated the necessary strategies in working with the students. The PPT Team at P.S. 169 meet every two weeks and uses the time to discuss how the ELL's are performing in their mandated services that are listed on their IEP. I :

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

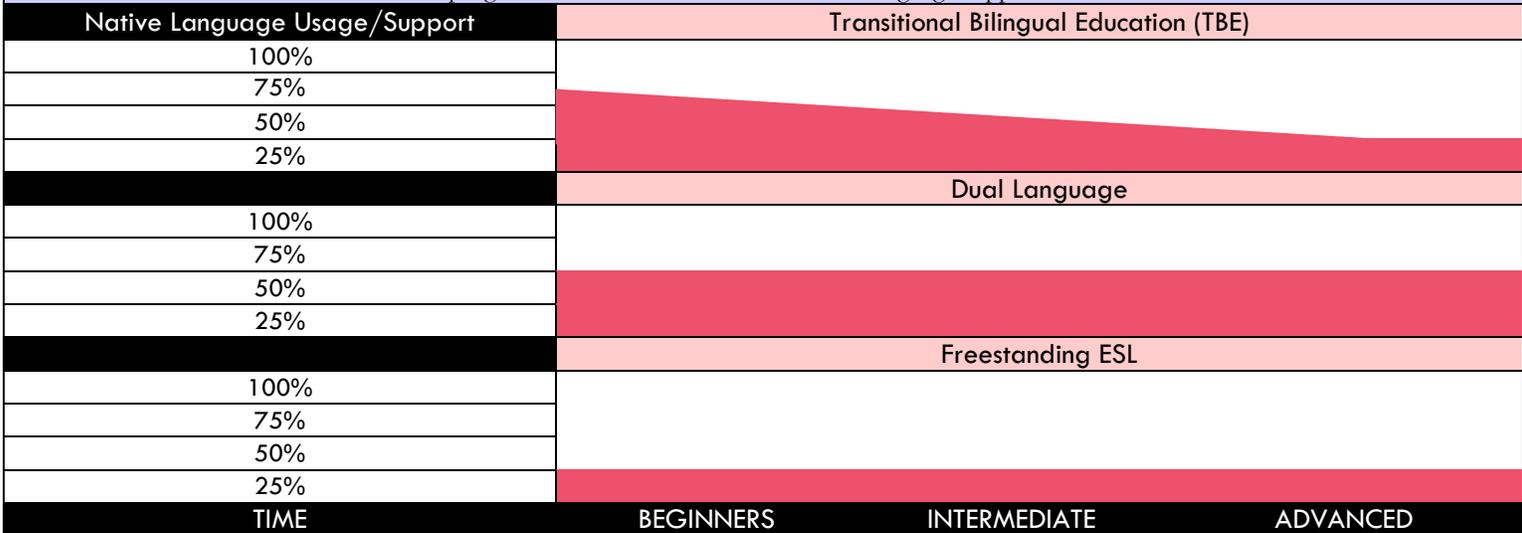
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. Also, to help prepare struggling ELL's for the state tests, these students are placed in extended day program which is 2 days a week for 50 minutes each. Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Rigby On Our Way to English, Rigby In Step Readers, and The Write Source. These programs are designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with the Common Core in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels.

The point of entry model (POEM) provides a lens through which instruction is planned and implemented to ensure ELL students' engagement, productivity, assessments and real world connections. The school uses performance indicators set by the state to drive instructional program. We have incorporated variety instructional strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills.

ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ESL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here: In order to meet the standards of the Common Core, using the above programs has helped them achieve their content and language development goals. Our current programs are able to develop the oral language of the students. Through the use of chant and concept posters the ELL's built familiarity with themed-related language concepts. General-academic and content specific vocabulary is built through vocabulary cards. Students are able to read multiple genres on the same theme through student anthologies. Their word study skills are developed by using word study song charts. The programs are able to provide differentiated reading instruction. Through writing, students are able to recognize parts of speech, write sentences, build paragraphs, build a writer's resource, and proofread their work. Students are able to understand the writers' process along with being able to do Descriptive, Narrative, Expository, Persuasive, Creative, Research, and Response to literature writing.

11. What new programs or improvements will be considered for the upcoming school year?

Further implementation of the Common Core State Standards, continued participation in grade meetings by the ELL teacher, lesson planning using more questioning techniques provided by the Depth of Knowledge Levels, and weekly planning sessions are improvements for the upcoming school year.

12. What programs/services for ELLs will be discontinued and why?

The ESL afterschool program that was held during the 2010-2011 school year will be discontinued due to the lack of funds from Title III. Funds were not provided to our school because there are less than 30 ESL students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

P.S. 169 had implemented the Renzulli Model for Schoolwide Enrichment for ALL students, including our ELL students. We believe that opportunities to participate in enrichment activities should be provided to all students. We do this through enrichment clusters, community service and various other enrichment activities. All ELL students participate in the activities listed below.

All K-5th grade students participate in enrichment clusters once a week for 90 minutes. Enrichment clusters are researched based, flexible, have high standards and advanced levels of academic challenge for all students, employ multiple intelligences, use a hands-on approach and culminate in a product of service. At P.S. 169 we call our enrichment clusters EPI's (Explore, Problem Solve, Investigate). Students choose EPIs based on their interest.

The following is a list of some of the EPIs offered at P.S.169:

- Crime Scene Investigations
- The Recycling Team
- Robotics
- Buildings - In Collaboration with the Salvadori Institute
- Bridges - In Collaboration with the Salvadori Institute
- Comic Book Making
- Calling All Bankers - In Collaboration with Classroom Inc.
- Is There a Doctor in the House? - In Collaboration with Classroom Inc.
- The Young Naturalists
- Lights, Camera, Action
- Wonderful World of Animals
- Helping Hands
- Treasure Hunting

-PS 169 GLEE EPI

Community Service

- St. Jude's Math-a-thon
- Community Art Contests
- Penny Harvest
- Food Drives
- Senior Citizen Centers
- Spring Fling
- International Night
- School Garden
- Student Council
- Peer Mediation

Additional Enrichment Activities

- "Constitution Works" with Teaching Matters
- Chess in the Schools Program
- Ballroom Dancing from American Ballroom Theatre
- CASA Theatre Program with Queens Theatre in the Park
- Cultural Trips
- Chamber Group
- Student Council
- Clubs

English Language Learners are encouraged to attend Extended Day, After School, and Saturday programs. All communications are sent with native language translations, and bilingual interpretations are used when necessary. ELL students attend regular classroom sponsored field trips as well as ELL field trips. Ballroom Dancing is also offered to the ELL students which is held once a week starting in November 2013 and ending in May 2014. Students study various styles of dance as cultural arts enrichment.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The following instructional materials are used to support ELLs at P.S. 169:

The ESL teacher uses Rigby's ESL Program: "On Our Way To English", which includes guided reading and shared reading components to help students strengthen their reading and writing skills,. Students use NYSESLAT test prep materials so that they can

become familiar with and receive instruction in sample selections from the writing and reading selections of the NYSESLAT. Getting Ready for the NYSESLAT AND BEYOND and Empire State NYSESLAT are the two books that are used.

-The Write Source: Writing Program

-In Step Readers: Guided reading Program

-Rosetta Stone computer software program. During independent time students are allowed to log onto their account to practice all 4 Modalities of the English language.

- Words Their Way- Big Book are used for shared reading, small books are used for guided reading. Students are introduced to both new vocabulary, and new conversational phrases. This program introduces vocabulary and concepts in English. It also introduces phrases, and encourages the students to converse in English. In addition there is an extensive index of all the vocabulary used in the book.

- Mondo – Pathways to Writing - This program assists English Language Learners in develop writing skills on different grade levels. There are fiction and non-fiction posters, as well as large graphic organizers. These help the students develop writing skills using different literary genres. The students learn to plan, compose, record, revise, edit, and publish their writing.

- Literature and Leveled Libraries - The ESL classroom has a large collection of literature, organized according to reading levels, themes, genres, and subject matter. ELL students are encouraged to read and borrow books, according to their interest, level, or particular subject being studied in their classrooms.

- Bilingual Glossaries - These glossaries in various languages are used in all content areas, in the regular classroom, as well as the ESL classroom. They are also used to prepare for specific citywide tests, such as the State Math Test, or the State Science Test, as well as helping students perform on the actual test.

- Leap Frog – An electronic reading program which reads aloud to students as they follow along, using a special pad, book, and pointer. - This is an exciting format for the ELLs on all levels. It encourages and teaches reading in a non-stressful and entertaining atmosphere. It is used in the Extended Day Program and in the Title III After-School.

We do not offer a bilingual, dual language or 2-way program at this time; therefore, the only time ELL students are assessed in two languages is when the English LAB-R indicates that the student may be dominant in their native language. At that time, the LAB-R will be administered in the ELL student's native language.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language Materials and Support: Bilingual dictionaries, glossaries, and bilingual and native language books are used to support students' native language. In our ESL program, newcomer students are paired with bilingual students when necessary. Cognates and cognate word walls are used to scaffold language learning. Pictures and realia are used.

The targeted intervention program P.S.169 offers is the extended day program. The Extended Day program is held Tuesdays and Wednesdays from 2:20-3:10PM. Native language support is given to students by supplying them with bilingual books, in their native language and English. Also, during state tests, bilingual word for word glossaries are supplied to students. We also have staff in the building to provide native language support in the following languages: Italian, Spanish, Hebrew, Hindi, Urdu, Greek, and Korean.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELL services and resources correspond with ELL's ages and grade levels. Grade level materials are utilized in the "Rigby on Our Way to English" program as well as "The Write Source". Other materials such as the games and pictures are age and grade appropriate. ELL teachers use grade level pacing calendars and curriculum maps when planning and consult with classroom teachers. They also refer to the Common Core State Standards when planning.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

P.S. 169 does not have any activities in place before the beginning of the school year to assist newly enrolled students; however P.S.169 does have several activities to assist ELL's at the start of the school year and during the school year. These include parent orientation breakfasts, open school night, and the pairing of newcomers with bilingual students to assist them. In addition, the school provide numerous activities that involves students and parents such as: Hat Making Workshop coordinated by the art teacher Mrs. Kaufman, bake sales, The Pumpkin Parade, Boo Bash, Math Game Night in January, Valentines Day activities in January, Open Mike Night at Barns and Noble, Burger King Night, The Bay Terrace School Carnival, and parent meetings to help parents work with their children on test preparation for the ELA and Math. Paste response to question here:

18. What language electives are offered to ELLs?

There are no language electives that are offered to ELL students.

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1) ELL, regular and special education teachers will be provided with professional development on the various strategies that are effective when teaching ELL students. They will learn to understand that: ELL student's cognitive/academic development is enhanced when the use of multicultural literature is utilized in English and the native language. Effective instruction is present when the individual learning style is considered. The promotion of the interrelationships across disciplines enhances cognitive development in the native language and English.

2) The ESL teacher, Ms. Phipps, attends professional development once a month provided by the Network CFN-Children's First Network, Teacher's College of Columbia University, and OELL (office of English Language Learners).. Such work shops include: Designing and and Developing Exemplary Practices for Ell's, Sheltered Instruction, and Data Driven Instruction for ELLs. The ESL teacher then turnkeys strategies and information learned at these workshops with classroom teachers and other staff. PS 169 has had PD workshops throughout the year to address the needs of ELLs and their teachers. Some of these include the following topics: Balanced literacy, Common Core State Standards for literacy and Numeracy, Addressing the ELL Population, Text Comprehension, Academic Rigor, Centers, and ESL strategies in literacy. Cross grade articulations and grade meetings take place to ensure that the needs of ELLs are being met. The ELL teacher collaborate with classroom teachers of ELLs to make recommendations and discuss students' individual needs. Recently Ms.Phipps has attended the following workshops: Reading and Writing Non-Fiction:Instruction for ELL's, Teacher's College Strategies for ELL's, Vocab and Writing Instruction for ELL's with Disabilities, UCONN Confratute, Instruction Shifts for ELL Academic Success, and Common Core Aligned Math for ELL's (a 6 part series to last from October 2013-May 2014).

The assistant principal, Jason Rivers, obtain his professional development from Teachers College and his A.P. mentor. The principal, Vanessa Chambers, obtains her PD from Teachers College, and her mentor as well. The school psychologist Cheryl Miodownik receive her PD from her supervisor Maria Fikar. The OT/PT team receive their PD from CSC and ORCS. The Speech teacher, Elizabeth Kennedy and the IEP/resource room teacher, Kristy Pulsch, receive their PD from their supervisors and Teachers College. The school secretaries and the Parent Coordinator obtain their PD from the DOE.

3) The ESL teacher work with classroom teachers to help students develop skills they will need in middle school such as notetaking techniques, listening skills, filling out graphic organizers and following multi-step directions. The guidance counselor, Yang Synn, holds a meeting with parents to talk about kids going from elementary school into middle school. The ESL and classroom teachers provide direct instruction in content area vocabulary and materials and use data to analyze students' strengths and weaknesses on standardized tests. Students visit local middle schools as well. Instruction is rigorous in preparation for the middle school grades. Item analysis is utilized in lesson planning in order to address student needs. In the general ed classrooms, students sit together on round tables, rather than the traditional square desks. The students store their books underneath chairs. During IIM, students work with other teachers on the grade. These strategies help the ELL students transition from classroom to classroom, which is done in middle school daily.

The following professional development sessions have taken place or are planned for all teachers of ELLs including our ESL teacher and classroom teachers who service ELLs. These professional development sessions will serve to fulfill the 7.5 hour mandated training required. These professional development opportunities will be taking place during Chancellor's Conference Days and monthly faculty conferences.

- Using Data to Drive Instruction
- Differentiation
- Guided Reading
- Schoolwide Enrichment Model
- Independent Investigation Method

The ELL Teacher also meets with the classroom teachers individually and discuss strategies for each ELL. There is a sign in sheet and an agenda that is provided along with PD materials. These documents are stored in a binder in the ELL office.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here    Paste response to questions 1-4 here

1) The staff at P.S. 169 will continue to support parents of ELL students and offer counseling on a daily basis. ELL parents are invited to be part of the Parents Association. Parent workshops are offered for all parents with interpreters to support the monolingual parent. All school family activities are designed to include all parents of the P.S. 169 community. ELL parents will participate in literacy and numeracy workshops that are provided for the entire school.

- PTA Meetings - All parents are invited to monthly PTA meeting. Translators are available, making these workshops welcoming for ELL parents.

- Parent Workshops - All parents are invited to monthly parent workshops. These workshops are curriculum based. Translators are available, making these workshops welcoming for ELL parents.

A bilingual parent workshop is conducted to explain the NYSESLAT. The Parent Coordinator distributes study guides and various materials for use at home in English and their native language.

2) The school uses a translation service to translate documents and letters when necessary. With the help of Burger King and Barns and Noble, we are able to hold events at these two locations for ELL parents to come out and support their children and the school. The remainder is accomplished within the school with the assistance of the parent coordinator.

3) The needs of parents are evaluated through a survey and through dialogs with those who attend breakfasts and lunches that are held specifically for parents of ELL's. On-going phone and face-to-face meetings are held with parents throughout the year to address student achievement, concerns, and recommendations. Meetings are held on parent teacher days and evenings to discuss student progress. The parent coordinator is constantly communicating with parents of ELLs. We use tools such as E Chalk and our PS 169 website, which is interactive, to communicate with the parents. Through these tools, we are able to evaluate the needs of the parents.

4) A bilingual workshop is held to discuss any issues and questions that parents have. Some issues may include concerns regarding homework, assessments, afterschool programs and student progress. Parents are invited to attend ESL field trips. There is a parent-teacher organization. The Parent Coordinator is bilingual and reaches out to, and is available to ELL parents. Again, activities that parents are involved in are: Hat Making workshops, Bake sales, PTA Meetings, Pumpkin Parade, Boo Bash, Math Game Night in January, Open Night Mike at Barns and Noble, Burger King Night, Spring Carnival, and basketball games.    Paste response to questions here:

## **E. Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vanessa Chambers	Principal		1/1/01
Jason Rivers	Assistant Principal		1/1/01
Orit Foresta	Parent Coordinator		1/1/01
Joycelyn Phipps	ESL Teacher		1/1/01
Carrie Herrera	Parent		1/1/01
Lindsay Anastasi	Teacher/Subject Area		1/1/01
Rochelle Curran	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Yang Synn	Guidance Counselor		1/1/01
Nancy ramos	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 25Q169 School Name: PS 169 The Bay Terrace School

Cluster: 3 Network: 533

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

During the registration process a parent is interviewed in order to complete the HLIS, the Home Language Identification Survey. This interview is usually conducted by the ESL teacher and Parent Coordinator. The parents are asked the language they prefer to be contacted in, with written and oral communications. In addition, parents complete the Emergency Blue Card, where they provide a language that they wish the school to use as a means of communication. This information is transferred into the ATS, which is also a tool to identify various ethnic groups in the school.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After reviewing the Emergency Blue Cards, HLIS forms, interviews with pedagogues, school counselors, and the parent coordinator, we discovered that our school community requires translations at activities such as registration, parent teacher conferences, P.T.A meetings, written notices, and phone calls home to parents. We found that we need translations for Korean, Chinese, Spanish, Russian, and Polish. Our findings are conveyed to our school community in School Leadership meetings, and PTA meetings.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Through the Department of Education's Translation and Interpretation Unit, we have documents such as school brochures, registration information, PTA notices, parent meetings that are part of our school information must be translated into many languages . This is done to effectively communicate with our diverse multicultural school population. Presently the dominant languages spoken, other than English , are Korean, Chinese, Spanish, Russian, and Polish. At P.S. 169 we make sure letters are sent home translated by Office of Translation Services or by our school staff. This allows us to provide our non English speaking families with the same information as our English speaking parents. Brochures in the parents native language are provided by the Department of Education so that parents fully understand the three program choices that are available to them. This ensures that parents make the correct decisions about the chosen program.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation is provided by our in house staff members, Ms. Synn, who is fluent in Korean, Ms. Morales who is fluent in Spanish, and Mr. Rudister who is fluent in Russian. Also, we use the interpreters provided by the Department of Education's Translation and Interpretation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our Parent Coordinantor has copies of the Parent Rights and responsibilities brochure which she gives to parents upon registration for the parents and general meetings. These brochures are also available in her office. Upon enetering the school, Parental Notification Postings are visible to all visitors assuring them the availability of translators. Important documents are also available from the DOE. Dependent upon the needs of the parents, letters are translated inot a variety of home languages and interpreters are hired when necessary. Parents may also indicate that they need interpreters through written communication with the school.

